

Exhibit 5.4.

Theme Unit: Getting a Good Job.

Life experience <p>"I got laid off again at the factory. As a temp, we are the first to go. I really need a job that pays enough to feed my family," says Reuben. "I know what you mean," Phyllis responds, "but where are those jobs?"</p>	Theme <p>Getting a good job</p>																
Forming objectives <ol style="list-style-type: none"> 1. Ask the group to identify all of the issues in getting a job. Record their responses: i.e., finding jobs, writing applications, resumes, interviews, training needed, salary, etc. 2. Ask the group to identify three of Reuben's concerns and two ideas that will respond to each concern. 																	
Sample objectives <ol style="list-style-type: none"> A. Learners will identify jobs available in the community. B. Learners will identify skills needed for different careers and training and education options. C. Learners will identify personal career interests and goals. Learners will establish time lines to achieve goals. D. Learners will develop job history and personal resumes. E. Learners will develop interview skills. F. Learners will become familiar with costs incurred in job transitions (fees, loss of insurance, transportation, etc.). G. Learners will identify own strengths and challenges in workplace. H. Learners will become familiar with community job resources. I. Learners will demonstrate understanding of job descriptions. <p>Note: Objectives must come from the learners' needs!!</p>	Strategies <ol style="list-style-type: none"> 1. Have the learners brainstorm their own job interests. In groups of two, have them interview one another using interest and skills inventories to identify each other's skills and strengths. 2. Have students read the want ads in the newspaper each day. Have them bring in the Sunday want ads and identify one community resource for finding jobs. Each student reports on three jobs: the kind of job, skills and education required, salary, application process. 3. Attend a community job fair as a class field trip. Collect information for later reading. Debrief observations. 4. Invite the local job service representative to speak to the class on finding and keeping jobs. Have students prepare interview questions. Ask students to write a paragraph on one key issue. 5. Take students to a career services or placement office. Use the Sigiplus program or other computerized inventory of interests. Ask students to compare the result of this inventory with their group interviews. 6. Ask students to draw the "Shape of their World" identifying influences on their family, career, and job situation. Have each student share their drawing with the group. Use this as a springboard for discussion of personal barriers and strengths or of socioeconomic factors of the job market. 7. Have each student write a list of all of their jobs and volunteer experiences. Ask them to construct a resume and cover letter. Have them trade resumes with another student for critique and feedback. Calculate copying, transportation, and postage costs for application process. 8. Ask students to prepare a family budget to calculate salary needs. Using salary information of various jobs, ask each student to calculate hours of work needed to meet needs. 9. Conduct an interview fair in class. Role-play job interviews with class members, including dress, resume, and cover letters. Invite a personnel manager to class and repeat the process. Debrief. 10. Ask students to provide scenarios of difficult job situations to the class and ask the group to suggest responses. Debrief responses with an employer. 																
Skills developed <table border="0"> <tr> <td> Reading <ul style="list-style-type: none"> ▪ Reading the want ads ▪ Reading class report out loud ▪ Reading forms and applications </td><td> Learning-to-learn <ul style="list-style-type: none"> ▪ Receiving and giving feedback ▪ Learning from and with others ▪ Identifying gaps in knowledge ▪ Comparing and contrasting information ▪ Teamwork ▪ Negotiation ▪ Using library, phone book and community agencies as sources of information </td></tr> <tr> <td> Writing <ul style="list-style-type: none"> ▪ Writing resume ▪ Filling out forms and applications ▪ Summarizing information in paragraph form ▪ Writing questions ▪ Writing a report to present to class </td><td></td></tr> <tr> <td> Math <ul style="list-style-type: none"> ▪ Calculating costs of resume production ▪ Estimating time ▪ Calculating salary needs ▪ Multiplying and dividing ▪ Percentages </td><td></td></tr> </table>	Reading <ul style="list-style-type: none"> ▪ Reading the want ads ▪ Reading class report out loud ▪ Reading forms and applications 	Learning-to-learn <ul style="list-style-type: none"> ▪ Receiving and giving feedback ▪ Learning from and with others ▪ Identifying gaps in knowledge ▪ Comparing and contrasting information ▪ Teamwork ▪ Negotiation ▪ Using library, phone book and community agencies as sources of information 	Writing <ul style="list-style-type: none"> ▪ Writing resume ▪ Filling out forms and applications ▪ Summarizing information in paragraph form ▪ Writing questions ▪ Writing a report to present to class 		Math <ul style="list-style-type: none"> ▪ Calculating costs of resume production ▪ Estimating time ▪ Calculating salary needs ▪ Multiplying and dividing ▪ Percentages 		Formats used <table border="0"> <tr> <td>Large-group brainstorming</td><td>Small-group debriefing</td></tr> <tr> <td>Individual research</td><td>Individual writing</td></tr> <tr> <td>Lecture/guest speaker</td><td>Round-robin writing</td></tr> <tr> <td>Field trip</td><td>Role playing</td></tr> <tr> <td>Large-group debriefing</td><td></td></tr> </table>	Large-group brainstorming	Small-group debriefing	Individual research	Individual writing	Lecture/guest speaker	Round-robin writing	Field trip	Role playing	Large-group debriefing	
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